City University of Hong Kong
Quality Audit of CityU 2016
Progress Report

Institutional Submission to the Quality Assurance Council
of the University Grants Committee

April 2018

香港城市大學
City University of Hong Kong

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Preamble

The second audit cycle on first-degree and above operations provided City University of Hong Kong (CityU) with a valued opportunity for a self-critical assessment of its quality assurance mechanisms. CityU appreciates the Quality Assurance Council's (QAC) recognition of CityU's continuous and committed efforts to enhance the student learning experience, which resulted in significant quality related improvements since the first audit cycle.

As a university which is committed to a culture of reflective practice and continual improvement in both process and quality, CityU took the QAC's comments very seriously. In the 18 months following the release of the *Report of a Quality Audit of City University of Hong Kong* (hereinafter referred to as the "*Audit Report*"), CityU has taken a proactive approach to re-examine its quality assurance policies, procedures and practices with an aim for further enhancement. By gathering the input from respective units of the University, an action plan was devised. The action plan forms the basis for a series of initiatives adopted by CityU to improve the quality of learning and teaching. To keep track of the progress for the various enhancement initiatives, respective units were invited to report to the Associate Provost (Quality Assurance) on regular basis.

This *Progress Report* explains how CityU has addressed the affirmations and recommendations made by the QAC. The Progress Report first summarises all affirmations and recommendation, together with CityU's follow-up actions, and then explains each of the quality enhancement actions undertaken in more detail.

Chapter 1   Summary of Recommendations and Affirmations

1.1   The Audit Panel had made six recommendations (areas where the University was suggested to focus its efforts on improvement) and two affirmations (areas where the University was already making progress). The table below summarises the recommendations and affirmations and respective follow-up actions adopted by CityU.

	Recommendations	Follow-up Actions
The Setting and Maintaining of Academic Standards		
R1	Clarifying and communicating effectively to all stakeholders the status of the graduate attributes in relation to academic standards, emphasising the contributory and complementary roles of curricular and co-/extra-curricular activities in achieving them.	• Review the Annual Programme Report templates for undergraduate, taught postgraduate and professional doctorate programmes. • Implement the Central Repository on Student Development Activities. • Create clear mappings of learning outcomes and graduate attributes for student development activities. • Enhance the publicity of graduate attributes.
R2	Setting institutional standards for preventing, detecting and dealing with breaches of the University's Rules on Academic Honesty, with an accompanying framework for determining penalties in keeping with the seriousness of the offence. Establishing robust systems for monitoring and analysing all reported breaches of academic honesty, across colleges and schools.	• Establish an institutional penalty framework for students' academic dishonesty.
The Quality of Learning Opportunities		
R3	Establishing a mechanism to ensure that outcomes of annual programme and 5-year reviews of academic excellence, including the recommendations of External Academic Advisor's, have been followed through and monitored systematically throughout colleges and schools.	• Review and update the Annual Programme Report templates for undergraduate, taught postgraduate and professional doctorate programmes. • Enhance the feedback loop for the 5-year Review of Academic Excellence exercise. • Pilot run the Departmental Academic Advisor scheme.
The Quality of Learning Opportunities		
R4	Setting minimum standards for training of staff new to teaching and/or supervision at CityU, and establish a framework of continuing professional development, tailored to both institutional and individual requirements, utilising processes of regular developmental review.	• Review the institutional policy, procedures and practices for continuing professional development through local and international benchmarking. • Enrich and enhance online courses and the resource library on teaching and learning

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		for teachers, plus award online certificates for successful course completion. • Track the impact of CityU's 2014/15 UGC Teaching & Learning awards and of its UGC Teaching Awardee projects. • Monitor the portfolio of Teaching Development Grants and Teaching Start-up Grants. • Offer professional development seminars, workshops and experience sharing sessions on PhD supervision.
Student Achievement		
R5	Locating or developing an appropriate method that is capable of substantiating the University's claim that its educational processes are the means by which value is added to cohorts of mid-range students.	• Conduct data analytics initiatives that monitor success of all undergraduate students to help in student advising, curriculum management, and teaching.
Postgraduate Provision		
R6	Determining the means by which it can more effectively enable, support, evaluate and celebrate the achievement of taught postgraduate students, taking full account of these characteristics.	• Embed research elements in taught postgraduate programmes. • Improve/enhance taught postgraduate student support services (academic and non-academic). • Evaluate taught postgraduate graduate outcomes by reviewing the Annual Programme Report. • Collect data from academic units on taught postgraduate student achievements via the Annual Programme Report. • Publicise taught postgraduate students' achievements.
	Affirmations	**Follow-up Actions**
Student Achievement		
A1	Ensuring that Outcomes-based Teaching and Learning (OBTL) and Criterion-referenced assessment (CRA) are fully understood and firmly embedded, within all departments at every level.	• Conduct an additional round of health checks for course syllabi. • Promulgate support activities, schemes, facilities, teaching grant to support Outcomes-based Teaching and Learning implementation during new staff orientation events. • Review grade descriptors to ensure their currency with respect to Outcomes-based Teaching and Learning alignment. • Develop a mechanism for refreshing academic staff knowledge of Outcomes-based Teaching and Learning and Criterion-referenced principles.

Audit Theme: Global Engagements: Strategies and Current Developments		
A2	Modernising the curriculum to include a global focus and encourage CityU to press on with this development.	- Conduct an online survey to identify the extent of global elements being incorporated in the undergraduate curriculum. - Encourage programme leaders of undergraduate programmes to further integrate global perspectives within their programme curricula and pedagogical practices. - Develop joint Master/PhD programmes with reputable overseas universities and key Mainland universities. - Enhance outreach efforts to recruit non-local postgraduate students. - Add more resources for conference / exchange activities for PhD and taught postgraduate students. - Develop a framework for academic units to arrange taught postgraduate student exchange agreements with partner institutions.

Chapter 2   Progress on Recommendations

Recommendation 1

The Audit Panel commends the four sets of five interlocking, complementary GAs [graduate attributes], which are subtly nuanced to differentiate between the achievements represented by Ug [undergraduate], TPg [taught postgraduate], professional doctoral and research doctoral awards. In conversations with students and staff at various levels, it became clear that some, though by no means all, view the Discovery-enriched Curriculum (DEC) as the overarching framework for student achievement and are unaware that academic standards derive from the GAs. The Audit Panel therefore recommends that the University clarify and communicate effectively to all stakeholders the status of the GAs in relation to academic standards, emphasising the contributory and complementary roles of curricular and co-/extra-curricular activities in achieving them. [Audit Report para. 2.5]

R1.1   Graduate outcomes of CityU are published on the University's website[1]. In order to communicate more effectively the status of the graduate attributes in relation to academic standards to University stakeholders and to raise their awareness, the following measures have been adopted:

    a. In the Annual Programme Report template[2] (for all levels of study), programme leaders are required to insert the curriculum map, showing the alignment of graduate attributes, programme, and course intended learning outcomes. Furthermore, a section on the review of programme design, academic rigor and programme viability has been added. Programme leaders were invited to comment on the means they adopted to communicate graduate attributes to students and how effective the communication is. This section also requires programme leaders to assess whether programme intended learning outcomes are aligned with graduate outcomes and whether the programme intended learning outcomes have been achieved;

    b. A brand-new home page[3] targeting prospective students was launched in March 2017. The graduate outcomes are communicated on the website. The page has recorded nearly 70,000 page views since it first launch;

    c. Graduate outcomes are included in University advertising/promotional materials (e.g. corporate folder, booklet, both print and online versions);

    d. In March 2017, key words of the University's graduate attributes (including promoting critical thinking, sharpening creative and professional skills) were inserted into the corporate video[4]; and

    e. The Chow Yei Ching School of Graduate Studies has also publicised the graduate outcomes on its website, Admissions Handbook[5] and Guidebook for Research Degree Studies.

R1.2   Student Learning Experience Surveys are continually conducted to help the University to understand students learning experiences and their progress made in achievement of learning/graduate outcomes. The Chow Yei Ching School of Graduate Studies 2017 Learning Experience Survey for Current and Exiting Students registers positive outcome-related feedback, with 70% of graduates agreeing that CityU's programmes are able to improve their skills and knowledge on various aspects.

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[1] http://www.cityu.edu.hk/qac/city_university_graduate_outcomes.htm
[2] Document to be submitted separately to the QAC for reference.
[3] http://www.cityu.edu.hk/you/?p=DEC&v=4
[4] http://www.cityu.edu.hk/you/?p=top
[5] http://www.cityu.edu.hk/sgs/download/rpg/prospective/handbook.pdf (pg. 26)

R1.3   An institution-wide data repository "Central Repository on Student Development Activities" was rolled out in June 2016. This system helps students track their soft skills development activities during their studies. Students can monitor their participation in soft skills development activities as attendance for the activities is captured by the system. Activities offering units (e.g. Global Services Office, Student Development Services and Student Residence Office) are required to clearly show the mapping of learning outcomes and graduate outcomes for their development programmes. An example of a programme assessment report (abridged version) is provided at Appendix 1.

R1.4   The analysis of graduate attributes is a built-in function of the repository. Students can easily review their achievement of graduate outcomes (Appendix 2) online and through an app and thus track their progress.

R1.5   The Central Repository on Student Development Activities has entered into its Phase II development which focuses on developing interfaces with other university systems, adding data fields, functions for supporting post-activity survey and enhancing generic report functions. In addition, under the graduate outcomes, a list of categorised attributes have been developed, which programmes will map against their programme aims. The mapping will be implemented starting Semester A 2018/19.

Recommendation 2
Having issued its minimum standards on this matter, CityU respects the autonomy of colleges and schools to interpret and implement them appropriately in context, referring only offences that attract a penalty deemed 'serious' to the Academic Conduct Committee for investigation. While respecting this approach in principle, the Audit Panel formed the view that the minimum requirements are insufficiently detailed to give the University confidence that its academic standards are being implemented consistently and fairly across the institution. Therefore the Audit Panel recommends that the University set institutional standards for preventing, detecting and dealing with breaches of the University's Rules on Academic Honesty, with an accompanying framework for determining penalties in keeping with the seriousness of the offence. [Audit Report para. 2.8]

As the Academic Policy Committee receives reports only on those cases reported to the Academic Conduct Committee, the Audit Panel concluded, however, that the committee with overall authority for academic standards is not in a position to maintain a comprehensive overview of academic honesty, identify emerging trends and enhancement opportunities. The Audit Panel therefore advises, … that the University establish robust systems for monitoring and analysing all reported breaches of academic honesty, across colleges and schools. [Audit Report para. 2.11]

R2.1   The University's Rules on Academic Honesty cover different areas of academic honesty (including but not limited to plagiarism) and are applicable to undergraduate, taught postgraduate, research postgraduate, and professional doctorate students of the University. Despite that a robust system for monitoring and analysing all reported cases of academic dishonesty is already in place at CityU, CityU concurs that there is room to improve the system. In this connection, a working group was formed in 2017 by the Academic Conduct Committee, with Chairs of the College/School Academic Conduct Committees (or nominees) as members, to examine the establishment of an institutional penalty framework for students' academic dishonesty. After reviewing the penalties for past academic dishonesty cases handled by the Colleges/Schools, penalty frameworks of other UGC-funded institutions, and

current practices of individual Colleges/Schools, the working group recommended that an institutional penalty framework be introduced. The institutional penalty framework, approved by the Senate on 6 June 2017, came into effect starting Semester A 2017/18.

R2.2   Under the institutional penalty framework, a standardised penalty mechanism was recommended for first, second and further offences. It is recommended that a written warning and a zero mark for the concerned component of the course or a lower grade for the concerned course be given for the first offence. For second or further offences, apart from a written warning, an F grade will be given for the concerned course. College or School Academic Conduct Committees may impose additional forms of penalties as stipulated in the Rules of Academic Honesty (Appendix 3) for their undergraduate and postgraduate students respectively with the endorsement of the Associate Provost (Academic Planning and Undergraduate Education) or the Dean of Graduate Studies.

R2.3   The penalty framework will be reviewed one year after its implementation (i.e., 2018/19). It is also planned that the Academic Conduct Committee will convene to review the current system and examine ways to strengthen the role of the Committee in monitoring and analysing all reported breaches of academic honesty. This will ensure that the system is fully positioned to recommend appropriate measures and changes to secure the academic standards of the University in a systematic and consistent manner. The proposal from the Academic Conduct Committee will be submitted to the Academic Policy Committee in May 2018 and to the Senate in June 2018.

Recommendation 3

The Audit Panel formed the view that CityU's approach of setting minimum expectations, while respecting the autonomy of academic units to implement them appropriately, requires a greater degree of institutional oversight than that currently exercised to enable the University to assure itself that minimum standards are being met and that local variations in practice are not undermining the broad comparability of the quality of learning opportunities. In light of this, the Audit Panel recommends that the University establish a mechanism to ensure that outcomes of annual programme and 5-year reviews of academic excellence, including the recommendations of External Academic Advisor's, have been followed through and monitored systematically throughout colleges and schools. [Audit Report para. 3.7]

R3.1   CityU agrees with the Audit Panel's observation that some units are more rigorous than others in analysing quantitative and qualitative data (including the External Academic Advisors' reports), reflecting on findings, taking appropriate actions and monitoring outcomes. The Annual Programme Report template has been reviewed with an aim to further secure that academic standards are met, and that the enhancement cycle is completed systemically and consistently across Colleges/Schools. The template structure reinforces that enhancement opportunities are identified and action plans are implemented, monitored and evaluated as agreed. The new template, effective from the 2016/17 reporting year, requires the programme leaders to give an overall commentary on the effectiveness of the programmes. By providing the overall commentary, programme leaders carry out a proactive and holistic analysis to identify key areas for potential enhancement to achieve excellence, rather than reiterating obvious quality problems. Another newly added section is related to the review of the programme design, academic rigor and programme viability.

R3.2   To strengthen central oversight, the *Guidance Notes for College/School Summary of Annual Programme Reports*[6] have also been modified, with clearer guidelines for streamlining the reports for submission to the Quality Assurance Committee. Colleges/Schools are invited to focus on a more meaningful evaluation and summary of the effectiveness, significant achievements and key issues related to the programmes within their respective College or School. The summaries are expected to cover the College/School's overall satisfaction with the effectiveness of its programmes, significant achievements as well as weaknesses, threats and opportunities. The summaries will be considered in the Quality Assurance Committee meeting via the Board of Undergraduate Studies and Board of Graduate Studies. To close the reporting loop, good practices extracted from the summaries will be posted on the Quality Assurance Committee website for sharing among the wider University community.

R3.3   A review of the 5-year Review of Academic Excellence Scheme was launched in 2016 summer, after a 2.5-year implementation. The review strengthened the feedback procedure of the scheme by enacting the following recommendations:
   a.   Academic units to discuss panel reports during a retreat or similar event.
   b.   Annual progress updates to be submitted in the first 3 years and bi-annual updates in subsequent years (if needed) in preparation of the next 5-year Review of Academic Excellence cycle.
   c.   Annual progress updates to be submitted to the Provost via the line manager with discussion at College Board (or equivalent body) including a sharing of best practices in the follow-up of the panel recommendations. This aims to monitor and share the implementation of the Panel recommendations at a higher level. The annual progress updates are required to document all these processes.
   d.   Invitation of panel members to serve as Departmental Academic Advisors (see R3.4) and help to ensure the implementation of Panel recommendations.

R3.4   The Departmental Academic Advisor Scheme was introduced in 2017/18 in the form of a pilot run with seven participating academic units. The Scheme is proposed to take up the role of the External Academic Advisor Scheme and to complement the 5-year Review of Academic Excellence cycle to enhance the existing departmental external review mechanisms. The objective of the Departmental Academic Advisor Scheme is to utilise the connection built from the 5-year Review of Academic Excellence exercise, by inviting past panel members to take up the Departmental Academic Advisor role. The Departmental Academic Advisor provides holistic and strategic academic advice to academic units by recommending the follow-up work from the 5-year Review of Academic Excellence panel report, and benchmarking and monitoring all academic programmes in an academic unit.

R3.5   The Departmental Academic Advisor will submit an annual/review visit report to the Head of the academic unit, who will provide a response to the report within two weeks after receiving it. Both the report and response will be shared with the Departmental Advisory Committee or equivalent body of the academic unit, the line manager and the Provost (and delegates). The Departmental Academic Advisor may also serve as a member of the Departmental Advisory Committee or equivalent body of the academic unit to close the feedback loop and to provide input on the overall strategic development of the academic unit. Each Departmental Academic Advisor will visit his or her respective academic unit to conduct a reduced-scale review around 2.5 years before the academic unit next scheduled 5-year Review of Academic Excellence cycle. The review will gauge changes made in the academic unit since the last 5-year Review of Academic Excellence cycle, and will help the academic unit to prepare for the next cycle.

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[6] Document to be submitted separately to the QAC for reference.

R3.6   By the end of 2018, a review of the pilot run will be conducted to assess the effectiveness of the scheme for full implementation by academics units in 2019/20.

Recommendation 4
CityU has a staff development policy that includes a performance-based pay review scheme to encourage and reward excellence in teaching. The Audit Panel formed the view that, while there is evidence that this approach is benefiting the quality of the student learning experience, it is reactive, rather than proactive. Therefore, the Audit Panel recommends, in order to set up its people to succeed and to nurture excellence in learning and teaching, that the University, set minimum standards for training of staff new to teaching and/or supervision at CityU, and establish a framework of continuing professional development, tailored to both institutional and individual requirements, utilising processes of regular developmental review. [Audit Report para. 3.18]

R4.1   In response to the Audit Panel's suggestion, CityU has tasked the Office of Education Development and Gateway Education to review its support for teachers. The Office has taken a number of initiatives to enrich and enhance the online courses and resource library on teaching and learning for teachers. New and updated online course series for new faculty and PhD students have been implemented (Appendix 4). Starting 2017/18, pre-post-quizzes are adopted for some courses (e.g. Key Issues in Teaching Series, Innovative Teaching Techniques) to gauge the course impact. Online certificates are offered for successful completion, to provide an extra incentive and to make achievements more visible.

R4.2   The Office of Education Development and Gateway Education and the Chow Yei Ching School of Graduate Studies have been working together to improve the teaching training for PhD students. Starting 2018, the Office of Education Development and Gateway Education will conduct focus group meetings on the training they provide to PhD students in order to collect users' feedback. Furthermore, a benchmarking exercise with local institutions is planned for 2018. The Chow Yei Ching School of Graduate Studies has taken the initiative to build a library of supervisory experience sharing materials on the Office of Education Development and Gateway Education's website to advance the professional development of faculty members in PhD supervision. Supervisory experience sharing materials for the years 2015 to 2017 have already been put online[7] to share good practices.

R4.3   Apart from training for the new faculty and PhD students, the Office of Education Development and Gateway Education continues to offer regular education development workshops and sharing sessions for staff development purposes (Appendix 4).

R4.4   Extra funding is made available to support teaching development activities. For instance, to enhance the competitiveness and the prestige of the Teaching Development Grants and Teaching Start-up Grants, the project funding ceiling was raised by 20%. In addition, 10% of awarded Teaching Development Grants support the development of Signature Gateway Education courses.

R4.5   Inviting PhD supervisors to share their supervisory experience during the annual Orientation for New Faculty in August is now a regular arrangement adopted by the Chow Yei Ching School of Graduate Studies. During the orientation, experienced faculty are asked to deliver a 20 to 30-minute presentation on "Research and Postgraduate Studies at CityU".

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[7] http://www.cityu.edu.hk/edge/mentoring/research

R4.6   In order to establish an overarching staff development framework, the Associate Provost (Quality Assurance) will work closely with the Office of Education Development and Gateway Education to first undertake a local and overseas benchmarking exercise before determining the institutional policy and framework for continuing professional development.

R4.7   The UGC Teaching and Learning Grants and Teaching Award Grants have provided the opportunity for CityU faculty to share their good practices within and beyond the University, casting positive impact on both teachers and students. The UGC Teaching Award winners' final reports have documented the projects' impact on stakeholders, including students, academics and society at large. Extracts of the reports will be posted on the University's Teaching Excellence Awards' website for sharing with the CityU community. The Office of Education Development and Gateway Education will gather qualitative student feedback through focus group interviews in the first quarter of 2018 for the 2012-15 triennium Teaching and Learning projects.

R4.8   Starting from Semester A 2018/19, a compulsory online training course on research integrity will be introduced for research students (some of whom will take up teaching duties) admitted in 2018/19 and thereafter. In addition, research postgraduate students will still be required to complete the University's Online Tutorial and Declaration on Academic Honesty. To form part of the qualifying assessment, students are required to complete the new online training course in their early year of study and to submit the results of Collaborative Institutional Training Initiative programme when submitting their Qualifying Report.

Recommendation 5

The Audit Panel formed the view that the University has a tendency to concentrate on outcome metrics at the expense of identifying and articulating the factors embedded within the processes of teaching, learning, assessment and support that are making a tangible difference to the achievements of mid-range students. Therefore the Audit Panel recommends that the University locate or develop an appropriate method that is capable of substantiating the University's claim that its educational processes are the means by which value is added to cohorts of mid-range students. [Audit Report para. 4.7]

R5.1   CityU agrees with the Audit Panel that student achievements can be improved through a better connection between intended student outcomes and the processes of learning and teaching. In order to gauge a deeper understanding of the aspects of the learning environment that best foster adding value to CityU students, which is believed to benefit both the institution and students, the Office of the Chief Information Officer initiated a data analytics effort in 2017 to monitor the progression process of students and identify opportunities for improvement.

R5.2   A pilot study was conducted for one College of Science and Engineering department. The aim of the study is to identify both high and low performing students at an early stage. The academic unit can then render necessary support or give early feedback to the students concerned.

R5.3   The pilot scheme monitors student success by data mining student course grades from 2012 onwards, to identify courses that are critical for student success, identify challenges, and help with student advising based on the findings.

R5.4   As of January 2018, student success data is available, which predicts student outcomes, highlights difficult courses, and monitors completion rates on CityU's Administrative

Information Management System portal. The portal provides data in real time and is updated automatically. It will become available to all academic departments through 2018. Training sessions will also be provided to help academic units interpret the predictive analytics offered by the portal.

R5.5   The academic unit which participated in the pilot study will be invited to share with other units the impact of the pilot study and departmental practices regarding the use of the data.

R5.6   Beyond analysis of course results, a similar analysis of co-curricular outcomes is planned for 2018/19, so as to better understand the relationships of curricular and co-curricular success, and the overall impact on student employability. The Office of the Chief Information Officer will invite additional interested parties to participate in order to expand the scope of the coverage at a later stage.

Recommendation 6
The Audit Panel also noted a comparative dearth of records of TPg students' achievements. … While acknowledging the distinctive characteristics of the TPg student body and the challenges these present, the Audit Panel recommends that the University determine the means by which it can more effectively enable, support, evaluate and celebrate the achievement of TPg students, taking full account of these characteristics. [Audit Report para. 6.9]

R6.1   To help collecting the achievements of taught postgraduate students, which the Audit Panel considered to be lacking, a revision of the Annual Programme Report template was the first step taken. The new template, effective from the 2016/17 reporting year, requires programme leaders to provide details about the achievements (e.g. winning of awards, scholarships) of taught postgraduate students. Based on the data collected, the Chow Yei Ching School of Graduate Studies can further review the use of the data for more meaningful analysis. In addition, programme leaders are requested to summarise the Discovery-enriched Curriculum evidence as indicated in the Curriculum Map and give comments as well as interpretations. In addition, programme leaders are also invited to identify and evaluate innovative approaches to learning, teaching, and assessment, in order to achieve the objectives of the Discovery-enriched Curriculum.

R6.2   Since January 2017, the School has also been working closely with the Student Development Services unit in promoting career related/other events that are relevant to taught postgraduate students. The School will make specific announcements to concerned Colleges/Schools/Departments about these events. The academic units will then help disseminate the information to their students in order to raise awareness.

R6.3   A taught postgraduate career service unit was established in 2017 to offer specialised career service support to taught postgraduate students.

R6.4   With the help of the Student Development Services, staff of the Chow Yei Ching School of Graduate Studies attended a "Counsellor Gathering" in November 2017. The gathering provided an opportunity for the School's staff to connect with counsellors and other faculties, share experiences on interacting with students and on student support. This enabled the School's staff to gain a better understanding on how to refer students for counselling services, thus strengthening the non-academic support for taught postgraduate students.

R6.5   As a means to promote and celebrate the achievements of taught postgraduate students, the Chow Yei Ching School of Graduate Studies is in the process of developing a new

"Postgraduate Admissions" website where taught postgraduate students' achievements will be publicised. The achievements of postgraduate students will then become more visible to the public. The website is expected to be launched in June 2018.

Chapter 3   Progress on Affirmations

Affirmation 1
The Audit Panel affirms the thorough action the University is taking to ensure that Outcomes-based Teaching and Learning (OBTL) and Criterion-referenced assessment (CRA) are fully understood and firmly embedded, within all departments at every level. [Audit Report para. 4.8]

A1.1   The University grade descriptors provide a general description for the University's letter grades. A working group was set up under the Quality Assurance Committee in October 2016 to review the grade descriptors' fitness for purpose, as the grade descriptors had been implemented without change for almost 20 years. Through wide consultation, the Senate approved the rewording of grade definitions such that they fully align with Outcomes-based Teaching and Learning, and reflect absolute student performance levels. The new grade definitions also facilitate grade interpretation by programmes which need to adopt a higher passing grade to fulfil professional accreditation requirements (Appendix 5).

A1.2   In 2013/14, an Outcomes-based Teaching and Learning health-check on course syllabi was conducted to ensure that constructive alignment of the intended learning outcomes, teaching and learning activities and assessment tasks had been fully achieved. The health-check led to a review and revision of the course syllabus template. Academic units were requested to fully adopt the new template as of the 2017/18 academic year. The Quality Assurance Committee also decided that a follow-up health-check should be conducted. A working group under the Quality Assurance Committee was thus formed in December 2017 to oversee the health check. The working group includes representatives from all Colleges and Schools. Representatives from the Community College of City University and the School of Continuing and Professional Education were also invited as members for the purpose of dissemination of good practices. The working group is expected to complete the health check and submit observations to the Quality Assurance Committee for consideration in May 2018.

A1.3   Outcomes-based Teaching and Learning is one of the topics covered by the Associate Provost (Quality Assurance) during every New Faculty Orientation. New faculty are provided with a quick guide on teaching and learning related quality assurance matters, including relevant policies and manual, schemes, supporting for teaching and grants and funding available for teaching improvement.

Affirmation 2
The Audit Panel noted the effort being made in some quarters to integrate global perspective within curriculum content and pedagogical practices, for example the way in which the Bachelor of Business Administration Global Business Systems Management programme has updated its curriculum. Frequently responses to questions about this form of global engagement focused primarily on activities such as overseas exchanges and internships. The Audit Panel therefore affirms the progress of the University in making to modernise the curriculum to include a global focus and encourage CityU to press on with this development. [Audit Report para. 7.21]

A2.1   In April 2017, the Associate Provost (Academic Planning and Undergraduate Education) invited all programme leaders of undergraduate programmes to further integrate global perspectives within their programme curricula and pedagogical practices.

A2.2   To gauge the progress of such efforts, an online survey was conducted to identify ways in which global elements have been incorporated in the undergraduate programme curricula. The survey indicated that, where appropriate, international perspectives and global knowledge have been integrated into the University's undergraduate programme curricula and pedagogical practices via multiple means, e.g. integrating global themes in programme-level curriculum design; incorporating course relevant learning activities, including case studies addressing global issues from a comparative dimension; organising seminars by international scholars; and including learning outcomes that contribute to the acquisition of global perspectives. With the input collected, good practices will be identified and shared among Colleges and Schools.

A2.3   The Annual Programme Report template (for all levels of study) has been updated such that as of the 2016/17 reporting year, programme leaders are asked to report evidence indicating that the curriculum includes a global focus.

A2.4   During the Audit Visit, the Audit Panel reviewed the criteria and procedures for approval of new academic and/or research partnerships, criteria for joint PhD programmes and enabling guidelines, procedures and templates for establishing agreements of cooperation, and academic exchanges with local, Mainland and overseas institutions. To better support academic units in strengthening internationalisation and global partnerships, the Global Services Office has taken the initiative to enhance the existing *Guidelines and Procedures Relating to the Establishment of Agreements of Cooperation and Academic Exchange with Local, Mainland and Overseas Institutions*[8] approved by the Management Board. The enhancement resulted in an Addendum[9] added to the guidelines to govern three types of formal agreements, including memoranda of understanding, student exchange agreements and project specific arrangements.

A2.5   The Addendum contains a set of criteria (e.g. ranking, geographic diversity, professional accreditations and/or special qualifications, sufficient English language courses for student exchange, destination of students' interest, and existing student exchange partnership) to guide the academic units in selecting student exchange partners at the undergraduate level. The Addendum also lists the criteria for the review / revision / suspension / termination of existing student exchange agreements. Another new arrangement is that prior to formal planning for a joint bachelor's degree collaboration with an overseas institution, Colleges/Schools/Departments need to complete the "Expression of Interest in Proposing a Joint Bachelor's Degree Programme with an Overseas Institution" form[10] to facilitate their discussion with the Provost. Deans and Heads of academic units were informed of the new arrangements. All documents are available on the Global Services Office's website.

A2.6   To modernise the curriculum for postgraduate studies, the Chow Yei Ching School of Graduate Studies has been actively involved in the expansion of joint PhD programmes. The Senate approved in May 2017 the implementation of a joint PhD programme in Nuclear Engineering with the Institute of Nuclear Engineering and Science / Department of Engineering and System Science of the National Tsing Hua University commencing 2017/18. To guide the future expansion on collaborations for joint PhD programmes with overseas universities and to enhance the intake quality of the School's PhD students, the School will review the guidelines three years after their implementation.

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[8] Document to be submitted separately to the QAC for reference.
[9] Document to be submitted separately to the QAC for reference.
[10] Document to be submitted separately to the QAC for reference.

A2.7   To facilitate taught postgraduate students' participation in overseas exchange activities, the Chow Yei Ching School of Graduate Studies finalised a policy paper which sets out the framework for academic units to arrange taught postgraduate students' exchange agreements with partner institutions. The School obtained approval from the Provost in 2016 on changes to tuition charging arrangements for credit transfer for taught postgraduate students. With the new arrangements, students will be incentivised to participate in student exchange activities. These activities are anticipated to increase as academic units start to introduce an exchange component in the taught postgraduate curriculum, to align with one of the University's strategic themes, the strengthening of internationalisation and global partnerships.

A2.8   Regular and on-going initiatives undertaken by the Chow Yei Ching School of Graduate Studies to strengthen the global focus elements of the postgraduate programmes will continue. In 2017, the School participated in education fairs/exhibitions (e.g. QS World Grad School Tour) in 16 cities worldwide. Entrance scholarships will continue to be offered to attract top overseas students, including fellowships via the Hong Kong PhD Fellowship Scheme. Additional resources are available from the Research Activities Fund, while conference grants are available for PhD students to expand their learning experience.

Glossary of Abbreviations

CityU	City University of Hong Kong
DEC	Discovery-enriched Curriculum
PhD	Doctor of Philosophy
QAC	Quality Assurance Council
UGC	University Grants Committee

List of Appendices

Appendix 1   An Example of Extra-curricular Programme Assessment (Abridged Version)

Appendix 2   Report on Student Achievement of Graduate Outcomes

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Appendix 1 An Example of Extra-curricular Programme Assessment (Abridged Version)

2016
2017

Caring League 2016/17
Assessment Report

Counselling Services, Student Development Services

Introduction – Programme Objectives, Structure and Programme Intended Learning Outcomes

Programme Objectives

The Caring League 2016-17 was conceived in response to increasing concerns on student's emotional and mental well-being with the objectives as follows:

1. To develop a league of caring leaders through comprehensive training and collaboration of counselling project groups;
2. To promote a caring and supportive attitude and ambiance among the student community;
3. To enhance the mental wellness and emotional resilience of students.

Programme Structure

The League consists of five student teams. While the core training components are helping skills and leadership development, the five teams have their respective themes for trainings and project services.

1. Mental Health Ambassadors
   - To acquire basic mental health knowledge and proper attitude towards mental health issues; and to promote awareness of mental health in the university community.

2. Peers Counsellors
   - To equip the students with important counselling skills and helping attitude to help their peers to meet their life challenges, to help building and promoting the caring culture on campus, and to enhance their personal effectiveness and interpersonal relationship.

3. Inclusion Ambassadors
   - To promote understanding on Special Educational Needs, and to cultivate an inclusive campus.

4. Positive Psychology Squad
   - To enhance students' understanding on concepts and application of positive psychology so as to have a higher level of optimism and life satisfaction with lower level of psychological stress.

5. City Mover
   - To connect the desolate City by building friendships; and to make a sustainable change to the campus and the community.

Programme Intended Learning Outcomes (PILOs)

The Caring Leaders would
- Develop a strong caring and serving attitude for City University of Hong Kong
- Develop effective peer helping skills
- Acquire psychological well-being and mental health knowledge
- Develop leadership and organization competencies through implementation of activities

Programme Assessments
Training workshops by participants' evaluations and feedbacks, program effectiveness by Student Leadership Practices Inventory (SLPI) and Toronto Empathy Questionnaire (TEQ) adapted.

Graduate Outcomes

Graduate Outcomes		Weighting
GO 1	Apply effective communication	30%
GO 2	Apply multi-disciplinary critical thinking to solve problems and create new ideas	15%
GO 3	Relate cultural awareness to collaborate effectively in broad range of teamwork situations	
GO 4	Generate a positive and flexible approach to lifelong learning and employability	55%
GO 5	Reflect on the ethical and social responsibilities required of professional citizens in a global society	

Programme Duration
Oct 2016 – Oct 2017

No. of Caring Leaders
67 students were recruited based on their caring and helping attitude.

Programme Outcomes and Evaluations

1. **Significant impacts of the students' service projects on the campus culture**
   After receiving trainings and under continuous guidance by the Counsellors, the caring leaders successfully organized 8 workshops, 2 campaigns, 3 exhibitions, 2 competitions, and 6 innovative activities for their peers in the campus. The diverse events have made a positive impact in promoting caring spirit, mental health awareness, inclusion campus, friendships, positive living in campus. An estimated 1,997+ students were benefited with positive feedbacks received.

2. **CityU Cares for U Campaign is enriched and strengthened**
   The Caring Leaders actively served in the CityU Cares for You Campaign launched in Semester A and B, 2016-17. They presented performances, assisted to distribute the Care Bears, and enriched the campaign by disseminating the Happiness Pen, Life Savouring Postcards, Free Hug, Free Books, Free Tips, and collecting 470 Letters of Encouragement for the 2017-18 incoming new students.

3. **Caring Leaders reported important life learnings**
   The Caring Leaders received their formal and team-based trainings. They built up knowledge, skills and attitudes to become confident in their roles as caring leaders.

   "The program is indeed a wonderful and rewarding experience. I am much grateful to have benefited from the program, especially through liaison with outside organization and the MHFA course – to assist others in need and for my personal growth. It has also enhanced my awareness of available resources when others and I are in need." - feedback of a MHA

   Inclusion Ambassadors treasured the opportunity of organizing the IDEA campaign in campus. During the process, not only their knowledge of SEN has been deepened and shared to others,

they also had practical experience in cooperating and communicating with different people from different background.

88% of the City Movers rated the training they received as very good and good. (5 and 4 out of 5, 5 being the best)

Programme Assessment Results
(Details of the assessment mean scores are not provided in this abridged version)

Observations and Conclusion
It is observed that 70% of the caring leaders are female students. The number of students selected for the five projects is uneven. It is also found that the students generally are very busy with many tasks engaged. Throughout the yearlong trainings and services implementation, the Counsellors have to bid for the students' time amid their tight schedules.

Nonetheless, it is a pleasure to report that the Caring League 2016-17 was successfully implemented with its PILOs achieved. The programme would be enhanced in 2017-18 with the first year operational experience. Instead of a centralized recruitment, the respective project teams would have their independent recruitments. The Counsellors would need to consider the students' available time and find ways to strike the balance in collaborative work with the students. The creative inputs by the students, however, would still be the valuable and important element of the programme to promote a caring campus culture and awareness of mental and emotional well-being.

- The End -

Appendix 2 Report on Student Achievement of Graduate Outcomes

Participated Activities Summary
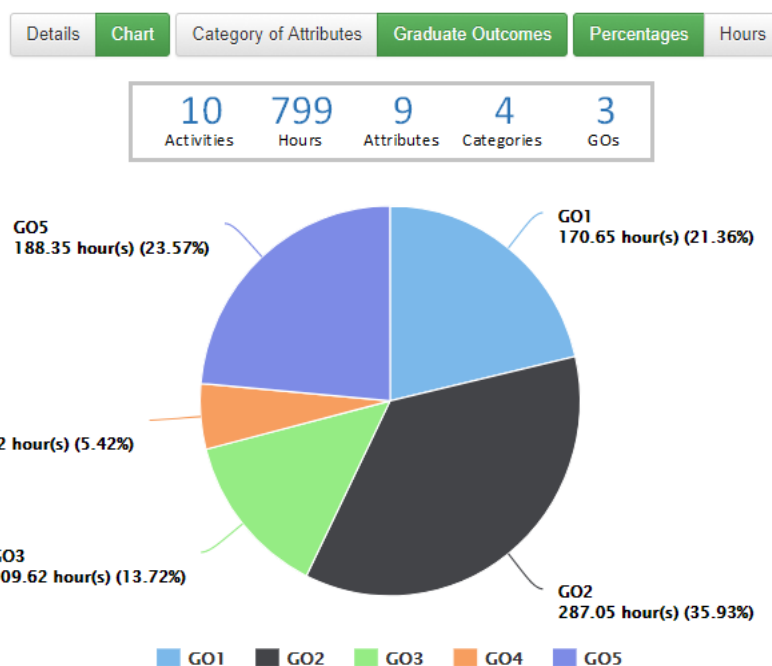
Graduate Outcome	New Description
GO1	Communicate Effectively
GO2	Think Critically
GO3	Discover & Innovate
GO4	Learn Continually
GO5	Act Professionally

Appendix 3   Rules on Academic Honesty

Rules on Academic Honesty

(Effective from Semester A 2017/18)

1. The Rules on Academic Honesty is approved by the Senate to regulate Student academic honesty matters and adjudicate Student academic dishonesty cases. The Academic Conduct Committee under the Academic Policy Committee will determine and keep under review the Rules on Academic Honesty. Academic honesty with respect to faculty members is not covered by this set of Rules.

2. Academic honesty is central to the conduct of academic work. Students are expected to present their own work, give proper acknowledgement of other's work, and honestly report findings obtained. As part of the University's efforts to educate Students about academic honesty, all Students are required to complete the Online Tutorial and Quiz on Academic Honesty, and make a Declaration on their understanding of academic honesty.

3. Academic dishonesty is regarded as a serious academic offence in the University. Any related offence may lead to disciplinary action with a penalty including without limitation, expulsion from the University, debarment from re-admission, deprivation of an academic award already conferred or revocation of a certification granted.

4. Academic dishonesty includes but is not restricted to the following behaviors:
   4.1 Plagiarism, e.g., the failure to properly acknowledge the use of another person's work or submission for assessment material that is not the Student's own work;
   4.2 Misrepresentation of a piece of group work as the Student's own individual work;
   4.3 Collusion, i.e., allowing another person to gain advantage by copying one's work;
   4.4 Unauthorized access to an examination/test paper;
   4.5 Possession/use of unauthorized material in assessment;
   4.6 Unauthorized communication during assessment;
   4.7 Use of fabricated data claimed to be obtained by experimental work, or data copied or obtained by unfair means;
   4.8 Impersonating another Student at a test or an examination or allowing oneself to be impersonated.

5. Students must comply with regulations promulgated by the University and the academic units in examinations and coursework.

6. All Students, faculty and staff have the responsibility to report academic dishonesty cases as they will compromise the quality of education and depreciate the genuine achievements of others. Course leaders are required to report any suspected incidents of academic dishonesty in the course, if supported by clear evidence, to the Head/Dean of the course-offering academic unit.

7. Handling Procedures and Penalties
   7.1 For academic dishonesty occurring during examinations, the Chief Invigilator will report the case to the Academic Regulations and Records Office/Chow Yei Ching School of Graduate Studies by using the appropriate form. The concerned office will

refer the case to the Head/Dean of the relevant course-offering academic unit for investigation. For other cases of academic dishonesty (including without limitation, those involving thesis/dissertation/take-home examination/assignment/project or other forms of assessment), the Head/Dean of the course-offering academic unit, when alerted that there may be an alleged case of academic dishonesty, shall investigate the case. During the investigation, the Head/Dean of the course-offering academic unit will gather all related evidence, notify and interview the concerned Student, and/or seek written statements from witnesses and/or the Student to collect more information as he/she deems necessary.

7.1.1   Should the Head/Dean of the course-offering academic unit determine against the Student, the course-offering academic unit shall submit a detailed investigation report to the College/School Academic Conduct Committee describing the case details, evidence and nature of suspected academic dishonesty, the suggested penalty to be imposed on the Student, and justification for the suggested penalty to help the Committee make a decision. Otherwise, the case will be dismissed and a brief report sent to the College/School office for record. The Student's home academic unit will be informed of the suspected case by the College/School Academic Conduct Committee when it has received a referral and the detailed investigation report from the Head/Dean of the course-offering academic unit for consideration.

7.1.2   Upon receiving a referral together with the investigation report under 7.1.1 above, the College/School Academic Conduct Committee shall consider the case and decide whether to conduct further investigation, or support the allegation and approve the penalty suggested by the course-offering academic unit or not. When considering penalty to be imposed on the Student, the College/School Academic Conduct Committee will also take into account any record of previous misconduct by the Student including any penalty previously incurred. The Secretary to the College/School Academic Conduct Committee will write to the Student concerned informing him/her of the decision within ten working days from being informed of the suspected academic dishonesty case.

7.1.3   If the College/School Academic Conduct Committee decides to further investigate the case, the Student will be required to submit his/her written explanation within five working days from receipt of notification from the College/School Academic Conduct Committee. A meeting to interview the Student and consider the case will be held within fifteen working days from the expiration of the time limit for the Student to submit his/her written explanation. The terms of reference and membership of the College/School Academic Conduct Committee are given in Appendix 3a. During the interview, the Student concerned may be accompanied by a member of the University (staff/Student) who is not involved in the case, provided that the College/School Academic Conduct Committee is informed of the companion's name at least three working days before the meeting.

7.1.4   The College/School Academic Conduct Committee will regulate its own proceedings in the consideration of the case and may call before it such persons as it deems necessary.

7.1.5   The Student concerned may admit to the charge, or any part of it, at any stage of the investigation/proceedings.

7.1.6   If the Student concerned does not appear at the meeting, the College/School Academic Conduct Committee will consider the allegation in the absence of the Student.

7.1.7   If the charge of academic dishonesty is substantiated, the College/School Academic Conduct Committee shall impose penalties taking into account the following:

(a) First offence	i. A written warning; and
	ii. A zero mark for the concerned component of the course, or a lower grade for the concerned course
(b) Second or further offence	i. A written warning; and
	ii. An F grade for the concerned course

7.1.8   The College/School Academic Conduct Committee may also impose any of the following penalties (and may impose more than one penalty at the same time) with the endorsement of the Associate Provost (Academic Planning and Undergraduate Education) for cases involving undergraduate Students or that of the Dean of Graduate Studies for cases involving postgraduate Students, before informing the Student of the penalties. The College/School Academic Conduct Committee shall also seek approval from the Senate in order to impose the penalty listed in v. below.

   i.   withholding the concerned Student's eligibility for a scholarship, prize, financial award, the Dean's List, or representing the University in external activities such as exchange programme or internship for a specified period of time;

   ii. suspension of studies for a specified period of time;

   iii. withholding an academic award for a specified period of time;

   iv. expulsion from the University together with a specified period of time that the Student may not be re-admitted to any programme of studies;

   v.   the deprivation of an academic award already conferred, or revocation of a certification granted.

   vi. any other penalties suggested by the College/School Academic Conduct Committee which are not covered under 7.1.7 and 7.1.8.

7.1.9   For currently enrolled Students, the College/School Academic Conduct Committee may also advise them to seek counsel from a counsellor in the Student Development Services.

7.1.10 For cases which warrant further investigation by the College/School Academic Conduct Committee, the Student will be informed of the decision of the College/School Academic Conduct Committee in writing within ten working days from the conclusion of the meeting of the College/School Academic Conduct Committee.

7.1.11 All substantiated cases considered by the College/School Academic Conduct Committee leading to changes to a Student's academic record or enrolment status will be reported to the Academic Regulations and Records Office (for undergraduate and sub-degree Students) or Chow Yei Ching School of Graduate Studies (for postgraduate Students) for updating the Student's records. The Student's home academic unit will be informed of the decision by the College/School Academic Conduct Committee.

7.1.12 The College/School office will keep a full set of records on academic dishonesty cases within the College/School and report to the Academic Conduct Committee on an annual basis.

8. Appeal Procedures

8.1 The Student may appeal against the decision of the College/School Academic Conduct Committee by writing to the Chair of the Academic Conduct Committee via the Office of the Provost within ten working days from being informed of the decision made by the relevant authority.

8.2 The appeal will only be entertained if it relates to any of the following:

8.2.1 fresh evidence which for good reason had not been presented previously to the College/School Academic Conduct Committee; or

8.2.2 a material irregularity of proceedings in the consideration of the matter by the College/School Academic Conduct Committee; or

8.2.3 the penalty applied was unreasonable or excessive in light of new evidence presented to the College/School Academic Conduct Committee, the findings of fact, or the circumstances of the Student.

8.3 If the Chair decides that the appeal does not relate to any of the matters stated in 8.2 above, he/she will dismiss the appeal and the original decision will stand. If the Chair decides that the appeal appears to relate to any of the matters stated in 8.2 above, he/she will convene a meeting of an Academic Conduct Appeals Panel to consider the appeal and inform the Student's home academic unit of the appeal. The terms of reference and constitution of the Academic Conduct Committee and the Academic Conduct Appeals Panel are in Appendix 3b and Appendix 3c respectively.

8.4 The Academic Conduct Appeals Panel may, at its sole and absolute discretion, uphold the original decision, quash the original decision, change the penalty to be imposed or impose additional penalty. A decision on an appeal will normally be made within twenty-two working days from the date of receipt of the appeal under 8.1 above and the decision of the Academic Conduct Appeals Panel on the appeal is final. The Student's home academic unit will be informed of the decision on the appeal.

8.5 The Office of the Provost will keep a written confidential record of the proceedings of all cases of appeal and report to the Academic Conduct Committee on an annual basis.

Note 1: "Student"* includes, unless otherwise specified, (a) an undergraduate (including Associate Degree), taught postgraduate, research postgraduate, or professional doctorate

student of the University, and (b) currently or previously enrolled students and students already graduated from the University.

Note 2: "Working days" refers to Mondays to Fridays, excluding Saturdays, Sundays and public holidays and excluding, for the avoidance of doubt, a day throughout or for part of which a black rainstorm warning or Typhoon Signal Number 8 or above is issued or hoisted by the Hong Kong Observatory.

Note 3: The timeline requirements set out in the Rules shall be followed as far as practicable. In case deviation from the timeline requirements is necessary given the special circumstances (e.g. cases involving previously enrolled students or students already graduated from the University), approval from the Chair of the Academic Conduct Committee shall be sought and determined on case-by-case basis.

Note 4: "Home academic unit" is the academic department/college/school offering the degree or home major in which a student is/was enrolled. "Course-offering academic unit" is the academic department/college/school offering the course and/or holding the responsibility of assessment associated with the academic dishonesty.

* Students (includes currently or previously enrolled students and those already graduated) of the Community College of City University and the School of Continuing and Professional Education are not covered by the Rules.

Appendix 3a

College/School Academic Conduct Committee

1. Terms of Reference

To investigate, exercise summary jurisdiction and impose penalties in respect of violations of the University's Rules on Academic Honesty by Students when such violations are referred to it by a head/dean of academic unit as appropriate.

2. Constitution

Chair	An Associate Dean of the College/School appointed by the Dean
Members	(a) Two faculty members within the College/School appointed by the Dean
	(b) One member outside the College/School from the central pool of academic staff appointed by the Academic Conduct Committee
	(c) One of the currently enrolled Students in the College/School Board appointed by the Dean
Secretary	Administrative staff of the College/School office

Notes:

(i) The term of office of the Chair and category (a) members are two years.

(ii) The categories (b) and (c) members are appointed on a case-by-case basis.

(iii) For serious academic dishonesty cases as determined by the Chair in consultation with the Associate Provost (Academic Planning and Undergraduate Education) for cases involving undergraduate Students, or the Dean of Graduate Studies for cases involving postgraduate Students, the Committee may, at its sole and absolute discretion, expand its membership to up to three members in category (b).

Appendix 3b

Academic Conduct Committee

1. Terms of Reference

    1.1 To advise the Academic Policy Committee on policies and procedures relating to academic honesty.

    1.2 To determine and periodically update the University's Rules on Academic Honesty.

    1.3 To determine the procedures for dealing with violations of the Rules on Academic Honesty, and the penalties relating thereto.

    1.4 To appoint sub-committees, working parties and similar bodies for the purpose of discharging the duties of the Committee, and to approve the terms of reference and membership.

    1.5 To maintain a central pool of academic staff for College/School Academic Conduct Committees to co-opt into their committee meetings to consider academic misconduct cases.

    1.6 To report on its business to the Academic Policy Committee (APC) at such intervals as APC deems appropriate.

2. Constitution

Chair	Provost or nominee	
Deputy Chair	Elected by and from members	
Ex-officio Members	(a)	Associate Provost (Academic Planning and Undergraduate Education)
	(b)	Associate Dean of Graduate Studies
Members	(a)	Four members appointed by and from the Senate
	(b)	Two currently enrolled undergraduate Students nominated by the Students' Union
	(c)	One currently enrolled postgraduate Student nominated by the CityU Postgraduate Association
Secretary	Administrative staff of the Office of the Provost	

Notes:

(i)   The term of office of the nominated and appointed members is two years with a staggered arrangement.

(ii)   The term of office of currently enrolled Students is one year.

Appendix 3c

Academic Conduct Appeals Panel

1. Terms of Reference

Reporting to the Academic Conduct Committee, the Academic Conduct Appeals Panel will deal with appeals from Students in accordance with the Rules on Academic Honesty.

2. Constitution

Chair	Chair of the Academic Conduct Committee
Members	(a) Two Senate appointed members of the Academic Conduct Committee
	(b) One currently enrolled Student nominated by the Students' Union (for cases involving undergraduate Students)
	(c) One currently enrolled Student nominated by the CityU Postgraduate Association (for cases involving postgraduate Students)
Secretary	Administrative staff of the Office of the Provost

Note: Members of the panel shall not have any personal interest in the appeal.

Appendix 4   Education Development Programmes / Selected Workshops Offered by the Office of Education Development and Gateway Education

Education Development Programmes

1.   The Key Issues in Teaching Series
     This series is to engage faculty and instructors in some of the most important issues in university teaching and guide them towards reflecting how they can apply that knowledge to their own teaching. Modules will be available through Canvas as online videos of about 30 minutes each with supporting materials. A degree of interactivity for each module would be achieved through the posing of question prompts in the supporting materials which will be linked to particular points in the video. Participants may base their written reflections on those prompts as part of a larger teaching portfolio.

     Module I - Course Design
     Module II - Lecturing
     Module III - Facilitating Discussion
     Module IV - Assignments and Assessment
     Module V - Diversity and Inclusion
     Module VI - Reflective Teaching and Teaching Portfolios

2.   Outcome Based Teaching and Learning*
     This series consists of three short videos on Outcome Based Teaching and Learning

     Module I - Intended Learning Outcomes
     Module II - Teaching and Learning Activities
     Module III - Assessment Tasks

3.   Innovative Teaching Techniques*
     This series consists of six short videos on using innovative techniques and also a short video on action research to improve practice in teaching.

     Module I - Series Introduction & Classification Table Technique
     Module II - One-Sentence Synopsis
     Module III - Recognizing the Problem
     Module IV - Identifying the Principle
     Module V - Conducting Opinion, Values and Attitudes Surveys
     Module VI - Introduction to Action Research

4.   Generic Introduction to Teaching at CityU for New Faculty*
     A 12-minute video introducing the educational context and teaching approaches at CityU with a pre and post quiz to gauge impact

5.   Generic Introduction to Part-time Teaching at CityU*
     A 12-minute video introducing the essentials of CityU's educational context and basics on lecturing, grading, diversity, inclusion and related topics, with a pre- and a post- quiz to gauge impact. Registrants are eligible for a Certificate of Completion as a further incentive to complete these modules.

6. Advanced Tutor Series for Ph.D. Students
    This series is available to research students who have successfully completed SG8001: Teaching: First Steps offered by the Chow Yei Ching School of Graduate Studies. The series is to engage the students in prominent topics in university teaching and guide them towards reflecting how they can apply that knowledge to their own teaching. Modules will be available through Canvas as online videos of about 30 minutes each with supporting materials. To complete each module, participants should submit a written reflection based on assignment prompts.

    Module I - Lecturing
    Module II - Facilitating Discussion
    Module III - Becoming a Reflective Teacher

Staff Development Workshops and Seminars (Selected)

1. Professional Learning and Career Development of University Students and Experience Sharing
    (Speaker: Dr Indu Singh, University of Griffith)

2. Memorization or Understanding: Are We Teaching the Right Thing?
    (Speaker: Professor Eric Mazur, Dean of Applied Physics at Harvard University)

3. Using the Degree Qualifications Profile to Guide Signature Assignment Design across General Education
    (Speaker: Professor Kathy Johnson, Executive Vice Chancellor and Chief Academic Officer, Indiana University – Purdue University Indianapolis)

4. Global Citizenship and Study Abroad: How Can Study Abroad Broaden Your Horizons Both Academically and Personally?
    (Speaker: Miss Nina Lewis, Cultural Affairs Officer, U.S. Consulate General in Hong Kong)

* New module launched in 2017/18

Appendix 5   University Grade Descriptors

(Effective 2017/18 Academic Year)

Grade	Grade Point	Grade Definitions	
A+ A A-	4.3 4.0 3.7	Excellent	The qualifiers, such as "Excellent", "Good", "Fair" etc., define student performance with respect to the achievement of course intended learning outcomes (CILOs).
B+ B B-	3.3 3.0 2.7	Good	
C+ C C-	2.3 2.0 1.7	Fair	
D	1.0	Marginal	
F	0.0	Failure	
P (Pass-fail course only)		Pass	

[Note: A grade with an asterisk (e.g. B+*) is excluded from the calculation of GPA. The credits earned will not be counted toward the minimum credit requirement for graduation but will be counted toward the maximum number of credit units permitted.]